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# ASSIGNMENT BOOKLET 8A

Grade One Thematic
Module 8A: Days 1 to 9

**Home Instructor's Comments and Questions**

_____
**Home Instructor's Signature**

**FOR SCHOOL USE ONLY**

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____

_____

_____

_____

_____

_____

_____

_____

**FOR HOME INSTRUCTOR USE**
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

**Apply Module Label Here**

**Name**

**Address**

**Postal Code**

*Please verify that preprinted label is for correct course and module.*

**Teacher's Comments**

_____
**Teacher's Signature**

**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**

# INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### 2. Postage Rates

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.

2. All faxing costs are the responsibility of the sender.

## E-MAILING

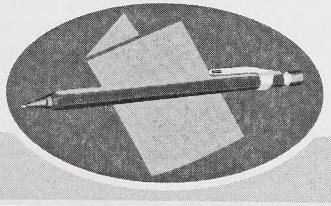
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# Grade One Thematic

## Module 8

## Let's Have a Story

### Assignment Booklet 8A



Learning Technologies Branch

Alberta LEARNING

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Module 8A: Let's Have a Story
Assignment Booklet 8A
Learning Technologies Branch
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| This document is intended for | |
|---|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |

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- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
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# Grade One Thematic
# Assignment Booklet 8A

## Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

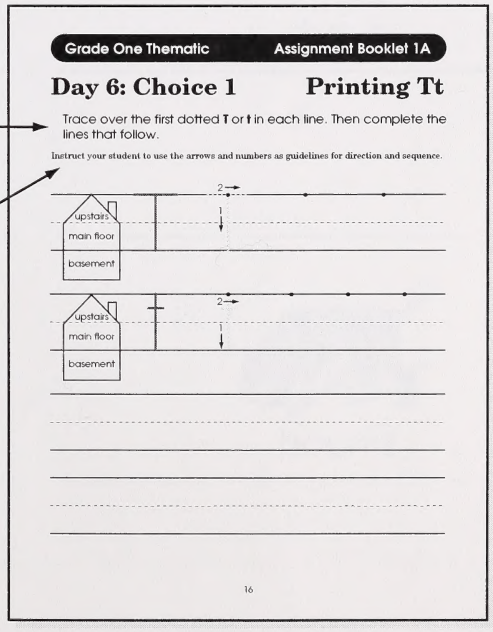
Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student will appear like this.

Text for you will appear like this.



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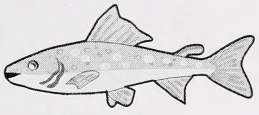
# Day 1 Printing ou Words

Say the name of each picture. Print the name on the lines. The first one has been done for you as an example.



trout

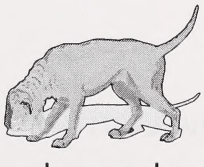
trout

round

cloud

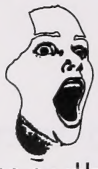
shout

house



hound

mouse



mouse

south

# Day 1 Story Journal Sentences

Use one of the following sentences below or write your own idea in your Story Journal.

I liked _____ because _____.

I felt sad for _____ when _____.

I didn't like _____ because _____.

I thought _____ was brave because

_____.

I thought _____ was cruel because

_____.

I would like to be _____ because

_____.

I would like to meet _____ because

_____.

In the story _____ the lesson I learned was

_____.

The story _____ surprised me because

_____.

The characters in the story _____ and the

characters in the story _____ are similar because

_____.

The things about the character _____ that I want

to know more about are _____.

The best part of the story _____ was _____

_____.

# Day 1 Story Journal Topics

Use one of the following topics or think of your own idea for your Story Journal.

- Explain the story events that are real and the events that are make-believe.
- Characters in stories can do things that we can't do in real life. What two things would you like to be able to do that you can't do now?
- List 5 things in the story that could not really happen.
- Describe your favourite character in the story. Tell why you like this character.
- If you could change something about this story, what would it be? Why?
- Would you like to change places with a character in this story? Tell who this character is. Why would you like to be, or not like to be, that character?

# Day 1 Learning Log

## Home Instructor's Comments

What have you noticed about your student's ability to differentiate between real and make-believe? Check **yes** or **not yet**.

- ❑ yes ❑ not yet • knows the difference between events th can happen in real life and those that cannot
- ❑ yes ❑ not yet • understands that "once-upon-a-time" stories are make-believe
- ❑ yes ❑ not yet • uses imagination to describe objects found in nature

Add any additional information or comments about the day's work.

## Student's Thoughts

Which "once-upon-a-time" stories do you know best?

# Day 2 Contractions with Will

Print the contractions for the following words.

I will = ----------

he will = ----------

you will = ----------

she will = ----------

it will = ----------

they will = ----------

we will = ----------

# Day 2 Learning Log

## Home Instructor's Comments

What have you observed about your student's ability to make predictions and to solve problems creatively? Check **yes** or **not yet**.

| | | |
|---|---|---|
| ❑ yes | ❑ not yet | • makes accurate predictions based on information from pictures |
| ❑ yes | ❑ not yet | • makes accurate predictions based on information from text |
| ❑ yes | ❑ not yet | • modifies or makes new predictions as additional information is learned |
| ❑ yes | ❑ not yet | • is creative in developing solutions for solving a problem |
| ❑ yes | ❑ not yet | • is independent in dealing with everyday problem-solving situations |

Add your comments or questions about the day's work or about the student's ability to deal with day-to-day problems.

_____

_____

_____

## Student's Thoughts

Tell about a problem you had today and how you solved it.

_____

_____

# Day 3 Spelling Pre-Test

Print one spelling word on each line below.

# Day 3 Learning Log

## Home Instructor's Comments

What have you noticed about your student's development in reading? Check **yes** or **not yet**.

- ❑ yes ❑ not yet • enjoys talking about characters and predicting main ideas
- ❑ yes ❑ not yet • is an independent reader
- ❑ yes ❑ not yet • knows many sight words
- ❑ yes ❑ not yet • rhymes words by changing the beginning sound
- ❑ yes ❑ not yet • uses phonics skills to figure out unfamiliar words

Add any additional information or comment about the day's work.

## Student's Thoughts

What do you think about rhyming words? Are they fun? Are they hard to do?

# Day 4 Learning Log

## Home Instructor's Comments

What have you observed about your student's ability to remember various things? Check **yes** or **not yet**.

- ❑ yes ❑ not yet • follows oral directions easily
- ❑ yes ❑ not yet • recalls main details and sequence of story events accurately
- ❑ yes ❑ not yet • lists the activities of the day in sequence
- ❑ yes ❑ not yet • is able to memorize a short list of objects or complete a list of tasks

Add any additional information or comment about the day's work.

## Student's Thoughts

# Day 5 "Hey Diddle, Diddle"

cat

dog

cow

fiddle

spoon

moon

dish

# Day 5 Learning Log

## Home Instructor's Comments

What have you noticed about your student's growth and development in fine-motor skills? (If your student did not choose the painting project, consider recent efforts in painting.) Check **yes** or **not yet**.

| | | |
|---|---|---|
| ❑ yes | ❑ not yet | • is able to cut in a straight line |
| ❑ yes | ❑ not yet | • is able to cut around corners and curves |
| ❑ yes | ❑ not yet | • is able to make musical instruments and play them |
| ❑ yes | ❑ not yet | • shows confidence, good positioning, and control when using a pencil or safety scissors |
| ❑ yes | ❑ not yet | • controls the amount of paint on the brush |
| ❑ yes | ❑ not yet | • enjoys working with his or her hands |
| ❑ yes | ❑ not yet | • shows progress in fine-motor control |

Add your comments or questions about the day's work or about the student's fine-motor skills.

_____

_____

_____

## Student's Thoughts

_____

_____

# Day 6 Contraction Review

Draw different coloured lines to match the words on the left with the contraction on the right.

| | | | |
|---|---|---|---|
| they are | I'm | we are | you're |
| he is | it's | they will | we're |
| it is | you'll | you are | she's |
| I am | they're | it will | it'll |
| you will | he's | she is | they'll |

Write the contraction for the two underlined words on the lines provided.

He is going to ride a horse.

_____

_____

_____

We are going to see the animals on the farm!

_____

_____

_____

Do you think it will be fun to go to the zoo?

_____

_____

_____

# Day 6 Part A: Little Tom Tinker

Read the following traditional verse. Then, remove the page and turn to Day 6, Part B: Little Tom Tinker.

Little Tom Tinker
sat on a clinker
And he began to
cry.
Ma! Pa!
Poor little innocent
guy.

**clinker:** a piece of the rough, hard mass left in a furnace or stove after coal has been burned

# Day 6 Part B: Little Tom Tinker

Copy the verse from Part A: Little Tom Tinker in your best printing.

# Day 6 Learning Log

## Home Instructor's Comments

What have you observed about your student's ability to control movements when skipping? Check **yes** or **not yet**.

| | | |
|---|---|---|
| ❑ yes | ❑ not yet | • turns a rope overhead and walks or skips over it |
| ❑ yes | ❑ not yet | • hops over a rope swinging slowly back and forth |
| ❑ yes | ❑ not yet | • jumps over a rope turned overhead |
| ❑ yes | ❑ not yet | • makes several consecutive skips over a rope turned overhead |

Add any additional information or comment about the day's work.

## Student's Thoughts

What are your thoughts about learning to skip?

# Day 7

# Review of ur, ir, and or

Draw a circle around the letters that will complete the word in each sentence. Print the letters in the space to complete the word.

| | | | |
|---|---|---|---|
| 1. The baby goat is eating c _____ n. | ur | ir | or |
| 2. I drink water when I am th _____ sty. | ir | or | ur |
| 3. The kitten has a f _____ coat. | or | ir | ur |
| 4. Soccer is my favourite sp _____ t. | ur | or | ir |
| 5. I do not like to eat t _____ nips. | ir | ur | or |

Print the answer to the riddles on the lines.

The opposite of the word **before**.

_____

You will find clowns, lions, tigers, and cotton candy here.

_____

You eat this vegetable at Thanksgiving and other special holidays.

_____

You can't eat soup with this.

_____

# Day 7 Learning Log

## Home Instructor's Comments

What have you observed about your student's understanding and awareness of the feelings of others? Check **yes** or **not yet**.

- ❑ yes ❑ not yet • identifies several kinds of feelings
- ❑ yes ❑ not yet • uses appropriate vocabulary to identify feelings
- ❑ yes ❑ not yet • can express personal feelings in discussion
- ❑ yes ❑ not yet • shows understanding for other people's feelings
- ❑ yes ❑ not yet • shows empathy with characters in stories

Add any additional information or comment about the day's work.

## Student's Thoughts

What was your happiest moment today?

# Day 8 More Than One

Write the plural form of each word on the line. The first one has been done for you as an example.

| One | More Than One |
| --- | --- |
| dot | dots |
| rod | |
| fan | |
| pot | |
| pet | |
| tub | |
| cat | |

# Day 8

# Who Can Catch the Gingerbread Boy?

The Gingerbread Boy ran away from the

_____

_____

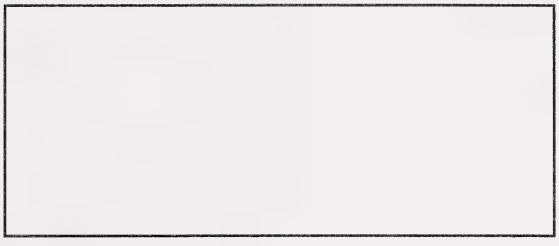
_____

_____

_____

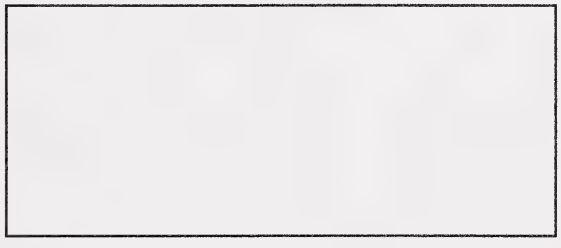
# Day 8

# Who Can Catch the Gingerbread Boy? (continued)



_____

But he didn't run away from the



_____

# Day 8 Learning Log

## Home Instructor's Comments

What have you observed about your student's development in writing? Check **yes** or **not yet**.

| | | |
|---|---|---|
| ❑ yes | ❑ not yet | • willingly completes writing assignments |
| ❑ yes | ❑ not yet | • is an independent writer in all assignments |
| ❑ yes | ❑ not yet | • uses charts, word boxes, and the *Collections Writing Dictionary* to look up words when writing |
| ❑ yes | ❑ not yet | • enjoys making lists, labels, and copying words |
| ❑ yes | ❑ not yet | • prints his or her full name and the abbreviated form of module and day number on assignments |
| ❑ yes | ❑ not yet | • sometimes writes notes and reminders to self, family, and friends |

Add your comments about the student's development or this day's activities.

_____

_____

_____

## Student's Thoughts

How has your printing improved since the beginning of Grade One?

_____

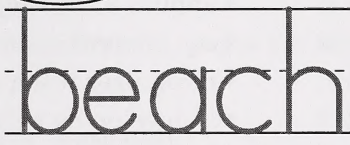
_____

# Day 9

# Reviewing the "long e" Sound

Read each sentence. Circle the words containing the "long e" sound. Print these words on the lines. The first one has been done for you as an example.

1. The boy went to the (beach).




2. Did you eat all of the apples?

3. I don't feel well.

4. The geese flew south for the winter.

5. I like to feed the horses.

# Day 9 Learning Log

## Home Instructor's Comments

What have you observed about your student's learning development? Check **yes** or **not yet**.

| | | |
|---|---|---|
| ❑ yes | ❑ not yet | • approaches assignments positively |
| ❑ yes | ❑ not yet | • responds positively to encouragement |
| ❑ yes | ❑ not yet | • applies knowledge to new situations |
| ❑ yes | ❑ not yet | • can express his or her own point of view |
| ❑ yes | ❑ not yet | • recognizes when a problem occurs |
| ❑ yes | ❑ not yet | • is developing ways to solve problems |
| ❑ yes | ❑ not yet | • is developing perseverance (Keeps trying.) |
| ❑ yes | ❑ not yet | • works co-operatively when doing school work |
| ❑ yes | ❑ not yet | • can give examples of co-operative behaviour |
| ❑ yes | ❑ not yet | • is accepting responsibility for own behaviour |
| ❑ yes | ❑ not yet | • acts responsibly in most situations |

Add your comments about any of the points that you feel need further explanation, or add anything that you feel is relevant.

_____

_____

_____

## Student's Thoughts

What do you like best about your Grade One work?

_____

_____

_____

# Grade One Thematic
# Assignment Booklet 8A
# Module 8A: Let's Have a Story
# Student Folder Items

Indicate with a check mark (✔) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

**Days 1–9**

- ☐ Thematic Assignment Booklet 8A (Check that all assignments have been completed, including student activities and Learning Logs.)

**Day 1**

- ☐ *Level A: Modern Curriculum Press Phonics,* pages 291 and 292
- ☐ Story Journal
- ☐ Enrichment "Once Upon a Time" (optional)

**Day 2**

- ☐ *Level A: Modern Curriculum Press Phonics,* page 293
- ☐ How to Pull Up a Turnip chart or Sequencing of "The Humongous Turnip" story
- ☐ Story Journal
- ☐ Veggie Survey Chart or photograph/illustration of Modelling Clay story

**Day 3**

- ☐ *Level A: Modern Curriculum Press Phonics,* page 294
- ☐ Story Journal

**Day 4**

- ☐ **r Blend** page
- ☐ Moosey Doosey's Route
- ☐ Story Journal

**Day 5**

- ☐ *Level A: Modern Curriculum Press Phonics,* pages 295 and 296
- ☐ Story Journal
- ☐ Enrichment: printing lines for hours on the clock (optional)
- ☐ Comments about Project Choice 1 in today's Learning Log or "There Was an Old Woman" painting

**Day 6**

- [ ] Writer's Workshop Activity (nursery rhyme and illustration)
- [ ] Story Journal (optional)

**Day 7**

- [ ] Writer's Workshop/Problem-Solving: Things the Ugly Duckling Could Have Done chart and illustrated sentences
- [ ] Story Journal (optional)

**Day 8**

- [ ] Writer's Workshop (adapted version of "The Gingerbread Boy")
- [ ] Story Journal (optional)
- [ ] photo of project (optional)

**Day 9**

- [ ] Writer's Workshop (Fairy Tale Ending)
- [ ] Project Choice 1: Top, Middle, and Bottom Booklet or Project Choice 2: All Kinds of Ends

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